

NEVADA Connections

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MPAEA scholarships available now!

The Mountain Plains Adult Education Association (MPAEA) offers three scholarships each year: one Scholarship for Innovation, one Memorial Scholarship, and one Professional Development scholarship for each of the eight "mountain plains" states. The application deadline for all scholarships is March 1, 2003. You may download the forms from MPAEA's Web site: www.mpaea.org, click on "Information," then on 'Scholarship Information'. You may also call 702/651-4974, specify which application you would like, and leave your mailing address; the application will be mailed to you.

Scholarship for Innovation — Up to \$1,000

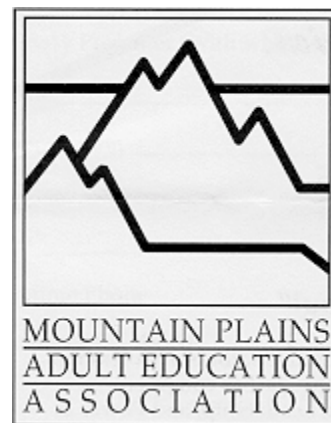
Purpose: To foster innovative approaches to adult education and develop new models which have the potential for replication in other adult and continuing education programs in the Mountain Plains area. Applicant must be a member of MPAEA at least since the previous year's conference or be sponsored by a member.

Memorial Scholarship — Up to \$1,000

Purpose: To fund tuition, books, and/or school related expenses for a graduate student enrolled in a graduate degree program in adult education or a closely related field in a college or university in one of the Mountain Plains states. Applicant must be a member of MPAEA at least since the previous year's conference or be sponsored by a member.

Professional Development Scholarship — Up to \$500

Purpose: To provide funds to attend conferences or other staff development activities during the MPAEA year (from beginning of the annual conference through the conference of the following year). Applicant must be a current member or submit a membership application when applying for this scholarship. One scholarship is awarded for each member state of MPAEA.



Editor: Sharyn Yanoshak
Phone: 702/253-6280
Fax: 702/651-4531
E-mail: saylv@lvcm.com

Community College
of Southern Nevada
3200 E. Cheyenne Ave. – K1A
North Las Vegas, NV 89030

Cowboy up!

This year's annual conference will be held at Boomtown, in Verdi, Nevada, April 23-26. Contact Board Member Julee Henson for more information about MPAEA activities: 702/799-8655, ext. 342, grannyhens@aol.com.



Stop and learn

Source: From “One World/One People” Web site, per Laubach LitScape, Summer 2001



This simple vocabulary game can be played with two levels of difficulty, depending on the level of the students.

In the easy version, draw five columns on a chalkboard. Assign each column a letter from the alphabet and shout Go! The first student to fill in all the columns with a word that begins with the letter of each column shouts, Stop! You can go through the whole alphabet like this and also use common two-letter word beginnings like ex, sh, sp, and ch.

In the more difficult version, assign each of the columns a general category like food, clothing, emotions, office items, or things in the house. Then call out a letter from the alphabet. Students fill each column with a vocabulary word that begins with the letter and pertains to the category.

Remember this!

Tips for working with students who have short-term memory problems

—Reprinted from “The Buzz” (PA adult education newsletter), October 2002

Dr. Richard Gacka, director for the PA Learning Differences Center, offers the following suggestions on building memory capacity:

Short-term recall

- Ask the student to repeat sentences, gradually increasing the complexity. Make a list of four-word, six-word ... ten-word sentences, and keep track of the student’s accuracy at each difficulty level. Remind students to remember “chunks” of content by using grammatical patterns. Emphasize the importance of recalling details, such as plurals or adjectives.
- Practice repeating questions or “word problems” starting with easy items and gradually getting more difficult. If needed, cue the student, “I’m going to ask you a question that has two parts ...” so they can focus their attention. Initially help the students, and then wean them to recall items without your help.
- Lay out cards on a table face down and ask the students to turn them over two at a time. Encourage them to remember the position of the cards for future tries and remove any matches. Invite the students to draw a grid and work with them to remember blocks in the grid by establishing some reference, i.e. two to the right, three down. Point to a block and have them describe it and then find it.
- Assign students to go around the table and individually add an item to a list. As they proceed, the list gets longer, and the demand for memory gets greater.
- Give the students a paragraph and have them pick three or five main people, things, or places that are mentioned. After they write the names, ask them to recall the items. Identify some “memory aid” to help them remember information. About five minutes later, ask them to recall the items.
- Have the students look at a photograph or advertisement for one minute. Take it away and ask them to list what they remember about it. Show them another picture and ask them to make up a story or sentence in their mind using words related to the pictures such as, “The dog in shoes climbed the steps in the cathedral.” Reinforce such “tricks” to remembering lists or sequences.

More information:

- www.exploratorium.edu/memory
- <http://olias.arc.nasa.gov/cognition/tutorials/>

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. —William Arthur Ward

NLA recognizes Gouker's extensive literacy support

The Nevada Library Association recently presented Dan Gouker, director of the Electrical Apprenticeship Program of Southern Nevada, with a Special Citation Award to mark his years of support of the State Council on Libraries and Literacy. Gouker, a long-time promoter of adult literacy, joined the Council in 1995 and recently served as its chairman.



NCSALL research: a resource for practice

High-quality research provides a structured way to look at practice and learn from evidence. It also gives you a sound basis for making decisions that influence program success and adult learning. The National Center for the Study of Adult Learning and Literacy (NCSALL) — a federally funded educational research center focused solely on adult learning — provides information about issues that concern educators, in print and online. Why do some adult learners persist in their studies but others do not? Are certain professional development activities best for teachers? How can a program's impact on adult learners be measured? These are only a few of the topics NCSALL is addressing.

NCSALL's studies are meant to be immediately useful to teachers, counselors, volunteers, staff developers, and policymakers. A variety of formats — from research briefs to comprehensive reports, as well as teaching and training materials — lets you consider research findings and their implications in the ways that meet your needs. Additional NCSALL publications — such as *Focus on Basics* and *The Annual Review of Adult Learning and Literacy* — contribute the voices and knowledge of both NCSALL scholars and others in the field.

Most NCSALL publications can be downloaded free of charge at <http://ncsall.gse.harvard.edu>. You may order printed copies online, via e-mail to ncsall@worlded.org, or by phoning World Education, Inc. at 617/482-9485.

Family literacy campaign, conference, resources

The National Center for Family Literacy (NCFL) and the Ad Council have launched a three-year national public service advertising (PSA) campaign to promote family literacy. Watch for television, print, radio, and Web-based items targeted at parents with low literacy skills. The campaign's primary goal is to promote education as a way to break the cycle of undereducation and poverty.

NCFL's Web site (www.famlit.org) includes: a program directory, conference information, FAQs, and other helpful information, such as links to:

- the Family Literacy Policy Project, through which you can find current information on legislation affecting family literacy by state (policy and advocacy)
- school- and work-focused initiatives (programs and initiatives)
- the quarterly *Momentum* newsletter (publications)

NCFL Annual Conference
Families, Schools, Communities:
Connecting the Voices of Family Literacy
March 16 - 18, 2003
Long Beach, CA

Spanish GED instructional materials available

Steck-Vaughn recently launched its newest GED instructional product, *Steck-Vaughn GED Spanish*. The series includes all five content areas (Language Arts Writing, Language Arts Reading, Social Studies, Science, and Math) and includes a Spanish language *Instructor's Resource Guide*. Estimated ship date is February 19. Contact info: 800/531-5015, www.steck-v Vaughn.com.

Connecting resources for Nevada's adult workforce

Workshops for Nevada's adult educators

Throughout this academic year, ABE leadership funds are providing in-depth training on a variety of timely subjects in support of the goals of the Nevada Five-year State Plan for Adult Basic Education.

These workshops are geared to the specific needs of programs funded through the Adult Education and Family Literacy Act, however all adult educators in Nevada are welcome, space permitting. Contact the appropriate host to reserve a seat!

<u>Title/date/place</u>	<u>Host (contact)</u>	<u>Presenter and objectives</u>
Learning Disabilities Part 2 2/15/03 Fallon	Suzanne Graves Lahontan Val. Lit. Vol. 775/423-8583 lvlit@churchillcounty.org	Lyn Pizor. To understand the causes of LD. To learn and practice strategies for working with LD students.
Critical Thinking 2/22/03 Sparks	Vicki Newell Northern Nevada Literacy Coalition 775/356-1007 director@nnlc.org	Don Prickel. Identify factors that shape an individual's thinking (e.g. culture, gender, and experiences). Define, understand, and develop metacognitive strategies that assist in self-directed thinking and learning. Facilitate learners towards more critical and analytical thinking through instructional strategies.
Curriculum Writing 3/15/03 Carson City	Teri Zutter Western NV Comm. Coll. 775/445-4451 tzutter@wncc.nevada.edu	Nikki Lovell . Incorporate learning styles in curriculum. Understand the process of service learning. Create a lesson based on learning styles and service learning.
Critical Thinking 3/29/03 Las Vegas	CCSN Jeanie Thibault 702/651-4065 jeanie_thibault@ccsn.nevada.edu	Don Prickel. Identify factors that shape an individual's thinking (e.g. culture, gender, and experiences). Define, understand, and develop metacognitive strategies that assist in self-directed thinking and learning. Facilitate learners towards more critical and analytical thinking through instructional strategies.